

## Rules and Expectations Lesson Plan K - 2

<b>Goal</b>	All participants will identify personal responsibility and transfer those skills to all of their learning and social behavior environments.
<b>Objective</b>	Given the three universal rules (Be Safe, Be Respectful & Be Responsible), participants will use classroom scenarios to manage their behavior with 80 percent accuracy; as measured by teacher made assessment.
<b>Anticipatory Set</b>	Read Regina Burch, Following the Rules: Learning about Respect
<b>Direct Instruction</b>	<p>Define and Describe Be Safe, Be Respectful &amp; Be Responsible            Use simple action words to assist participants in operationalizing their behavior (ex. Walk, Speak Softly, Raise Hand)</p> <ol style="list-style-type: none"> <li>1. Ask participants to think of words that make them think of being safe.</li> <li>2. List the words on the board and select words that are associated with school safety.</li> <li>3. Ask participants why should we be safe in schools? And list all their responses on the board.</li> <li>4. Using the participants' responses, begin connecting their comments with the story from the book.</li> <li>5. Be sure to define that being safe as "keeping yourself out of harms way".</li> <li>6. Do the same for Respectful and Responsible</li> <li>7. Respectful definition is "giving your attention"</li> <li>8. Responsible definition is "able to choose between right and wrong"</li> </ol>
<b>Guided Practice</b>	<p>Participants will be exposed to two (2) classroom scenarios, using their context clues they will determine what behavior they should use in the scenarios.</p> <p>Teacher lead discussions on the following examples:</p> <p>Example: Donte walked out of class without permission from the teacher. Is Donte being safe? Why or Why Not?</p> <p>Latoya is talking while the teacher is talking. Is Latoya being responsible? Why or Why Not?</p> <p>Keshawn laughs at students who are trying to count their numbers. Is Keshawn being respectful? Why or Why Not?</p>
<b>Closure</b>	Get participant feedback of an aspect they found they championed (easy) and an aspect they thought was challenging (difficult).
<b>Independent Practice</b>	Participants will use their new skills at home, with parents, in the community, at church.

	Remind participants that they should always be safe, be respectful and be respectful.
<b>Required Materials &amp; Equipment</b>	Teacher Made Assessment, Dry Erase Board/Markers, 2 scenarios
<b>Assessment</b>	<p>4 items teacher made assessment</p> <p>Participants answer these by themselves. Some participants might have to have it read to them.</p> <ul style="list-style-type: none"> <li>- James visits his classroom neighbor and takes her markers without her permission. By James taking his neighbor markers without permission, is James being Respectful? Why or Why Not?</li> <li>- Quintin is really thirsty, he pushes James out of the way to get in front of the line for water. With pushing James, is Quintin being safe? Why or Why Not?</li> <li>- By budging the line, is Quintin being respectful?</li> <li>- Sheila is late for lunch. Instead of running, Sheila walks to the cafeteria. By walking to the cafeteria, is Sheila being safe? Why or Why Not?</li> <li>-</li> </ul>
<b>Follow-up &amp; Documentation</b>	<p>Did the lesson plan achieve its desired affect? Ask students their opinion regarding what they learned.</p> <p>Ask Participants did they</p> <ul style="list-style-type: none"> <li>- Enjoy the story you read</li> <li>- Enjoy the discussions and examples of being safe, being responsible and being respectful</li> <li>- Enjoy the test</li> </ul>